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ABSTRACT

Fourteen activity units are presented to help elementary and junior high students learn about laws, rules, and respect for others. A pretest introduces the materials by asking students why society has rules and laws, which ones apply to children, and what reactions students have to the word "cop." The subsequent units involve the students in group discussion, games, role play, and interviews. Opening units present data and facts about juvenile delinquency and juvenile court proceedings. Students are encouraged to identify broken rules in a cartoon, and to write down rules by which their families live. Next, the school is studied as an environment that requires special rules. In a section about citizen responsibility, situations are described in which students must decide how they should react to comply with the law. If stealing is against the law, what should one do when a friend takes something from a store? Other units cover the Bill of Rights and television "cop" shows. Activities include inventing a crime detection device for the future. Almost all the units stress student discussion and analysis of personal views. (AV)

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LAW AND YOU

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Mini-Unit Designed
by

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SP 009 999

THE LAW AND YOU PRETEST

Directions: Answer the following questions as carefully as you can. Think before you write.

1. What is a rule? _____

What is a law? _____

2. How are they alike and how are they different? _____

3. Why do we have rules and laws in our society? _____

4. Are there any laws written just for children? If so, name some. _____

5. Law Enforcement is one of the most important ways a government has of protecting its citizens. List 5 ways you are protected by law enforcement agencies at home, at school, or in your community.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
6. When you hear or see the word "cop" what words or phrases immediately come to your mind? Write these below.

YOUNG LAWBREAKERS . . . WHY?

PART I

DO YOU KNOW THAT . . .

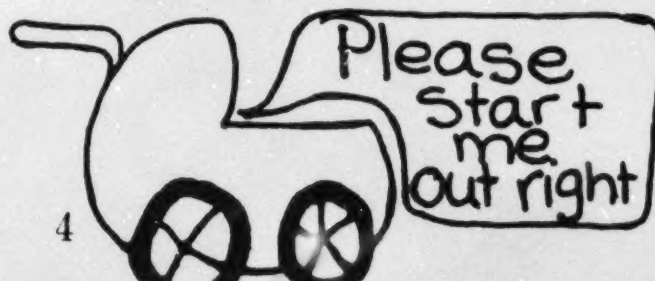
1. Most Americans place crime high on their list of problems facing the United States today?
2. Most Americans feel that law and order has broken down in this country?
3. One in every nine young people is in trouble with the law before the age of 18?
4. Juvenile delinquency is found in all social, ethnic, and economic groups?

SOME REASONS FOR THIS INCREASE IN CRIME AMONG YOUNG PEOPLE ARE . . .

1. Urbanization - Cities encourage crime because they are deteriorating and are too impersonal.
2. Affluence - Kids have it too easy nowadays. They have too much time on their hands and money in their pockets.
3. Permissiveness - Modern parents aren't strict enough. They don't teach their kids respect for others.
4. Police Problems - People view the police as being brutal and dishonest a great deal of the time.
5. Television - TV makes heroes out of criminals and encourages violent forms of behavior among its viewers.
6. Adult Bad Examples - Many older people are dishonest in "little things" and set bad models for their children.
7. Weak Justice - The courts tend to be too soft on criminals.

DIRECTIONS: After thinking about these ideas, how would you answer the following questions? Do this on the back of this sheet.

1. Do you think that law and order have broken down in your school? in your community? Give reasons for your answer.
2. Which of the seven reasons listed above do you think contribute the most to the increase in juvenile crimes? Why do you answer as you do?
3. How do you think your delinquents or criminals should be treated?
4. What suggestions might you have to offer for helping society to cut down on juvenile crimes?
5. What kinds of crimes do you think are most likely to be committed by young people of your age? Why?



LAW-BREAKER-VILLE U.S.A.

PART II

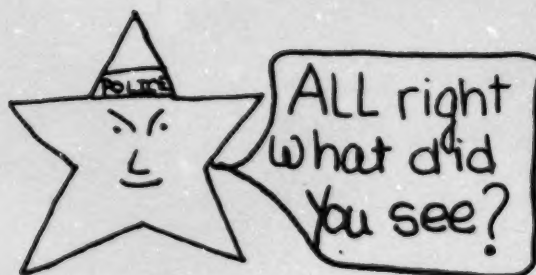
Directions: The cartoon on the next page appeared on the cover of the April 30th, 1973 issue of Junior Scholastic magazine.

Study it carefully and then list all of the things that are wrong here.
What rules or informal laws are carelessly being broken?

As you make out your list, try to group the wrong-doings in some way.
Be ready to explain your reasons or methods for grouping things as you did to the rest of the class.

MY LIST OF BROKEN RULES, LAWS, OR REGULATIONS

5





RULES IN YOUR HOME

PART III

A RULE MAKES IT POSSIBLE FOR THE FAMILY TO LIVE TOGETHER AND IT PROTECTS THE RIGHTS AND FREEDOMS OF ALL MEMBERS OF THAT FAMILY.

Do you have rules in your family? Perhaps the rules deal with behavior at mealtime, while watching TV, doing chores, playing, riding in the car, bedtime, treatment of guests, etc.

DIRECTIONS: Form a discussion group with three of your classmates and talk about the rules in your families. When your group has finished, each of you should use the space below and on the reverse side to list the rules in your own family.

MY FAMILY RULES ARE:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

IF YOU COULD MAKE ONE NEW RULE FOR YOUR FAMILY, WHAT WOULD IT BE?

WHY IS THIS IMPORTANT TO YOU? _____

Plan and present two skits with your discussion group. Each skit will illustrate the importance of rules in helping families live together.

Skit #1 should make clear (1) what the rule is; (2) how the rule was broken; (3) the consequences to everyone because it was broken.

Title _____

Characters _____ played by _____

_____ played by _____

_____ played by _____

_____ played by _____

Setting Place _____

Time _____

Skit #2 should make clear (1) what the rule is; (2) how the rule was kept; (3) the consequences to everyone because it was kept.

Title _____

Characters _____ played by _____

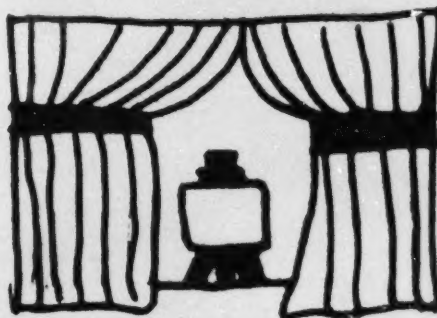
_____ played by _____

_____ played by _____

_____ played by _____

Setting Place _____

Time _____



Roll 'Em

RULES AT SCHOOL

PART IV

Directions: Do the questions and activities below.

1. Why do you think we have rules at school? _____

2. Make a list of all the rules which your school now has for its students to follow. To do this, get a large piece of newsprint paper and divide it into these categories:

PLAYGROUND RULES	BUS RULES
LIBRARY RULES	HALL RULES
LUNCHROOM RULES	SAFETY RULES
OTHER	

Write down all of the rules that you and your friends can think of which affect you in your school. Put a star in front of those rules which you agree with. Put a check mark in front of those rules that you disagree with. Put an X in front of those rules that you do not have an opinion about one way or another.
3. Let's now set up a basic set of rules for our own classroom only. The teacher will break you up into three groups. Each group will decide on no more than three rules for a specific area ---- USE OF CLASSROOM MATERIALS AND TEACHING AIDS, WORK-STUDY PROCEDURES, GENERAL CLASSROOM BEHAVIOR.

Each group will:

- a. Be given one of these areas
- b. Make three rules that are fair and reasonable
- c. Decide on a punishment for offenders
- d. Choose a secretary to keep track of the decisions and rules
- e. Choose a chairman to organize the discussion
- f. Choose a spokesman to present group's rules to rest of class and explain why they were chosen
- g. Complete a group evaluation form to let the teacher know how well the group worked together

Once the rules have been presented, the class will observe them for one week. At the end of the week, we will decide on the effectiveness or ineffectiveness of both the rules and the punishments.



Please remember

EVALUATION OF GROUP MEMBERS

TOPIC: _____

SECRETARY: _____ CHAIRMAN: _____

MEMBERS: _____

1. I like (or did not like) this group because _____

2. This group could do better next time if _____

3. Which group member can most easily influence you to change your opinion? Why?

4. Which group member can least easily influence you to change your opinion? Why?

5. Which group member would you like to know better? Why? _____

6. Which group member do you feel is the best liked by the entire group? Why?

7. Which group member is most important to the success of the group? Why?

8. Who in the group listens to you? _____
9. Who in the group does not listen to you? _____
10. Who was the most cooperative group member? _____
11. Who was the least cooperative group member? _____
12. For me to be happier in this group, the other members should _____

13. The group chairman was: Excellent Good Poor
14. The group secretary was: Excellent Good Poor

"YOU AND THE LAW"

PART V

Directions: Again and again, kids in the court room tell the judge, "But I didn't know I was breaking the law." The purpose of this unit is to provide you with a better knowledge and understanding of the laws which affect young people and to emphasize the importance of law enforcement. You are considered a juvenile which is any boy or girl under 17 years old. If you break a law and have not yet reached your 17th birthday, you may be taken before a juvenile court judge who is specially trained in the laws covering your behavior. Below is a list of juvenile laws for you to become familiar with. Remember: THESE LAWS ARE MADE FOR YOUR PROTECTION AND GUIDANCE AS WELL AS THE PROTECTION AND GUIDANCE OF OTHER PEOPLE.

Give one good reason why each of the juvenile laws below were passed to protect or guide you and others. Think before you write!

DID YOU KNOW THAT IT IS AGAINST THE LAW TO

1. Skip School _____

2. Run Away From Home _____

3. Trespass Or Go On Someone's Property Without Owner's Permission Or To Party Crash

4. To Drink, Smoke, Or Take Drugs _____

5. To Fight Or Willfully Hurt Another Person _____

6. To Loiter Or Hang Around Some Place Where You Have No Right Or Reason To Be

7. To Hitchhike _____

8. To Steal or Shoplift _____

9. To Carry A Concealed Weapon of Any Kind (Pocket Knife, Pistol, BB Gun)

10. To Use Profane Language in School or Disturb School _____

11. To Vandalize School, Public, Or Private Property _____

12. To Explode A Rocket Or Firecracker _____

IT STAYS ON THE RECORD

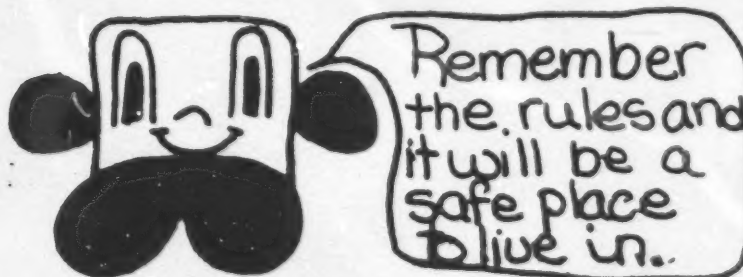
Every time a person breaks the law and is found guilty, his offense goes on the record and stays there. This record can and will be checked by future employers and government agencies. A record can wreck your life because:

1. It can make it very hard for you to get a job.
2. It can keep you from getting a driver's license.
3. It can keep you from being an officer in the armed services.
4. You can lose your right to vote or to hold public office.
5. You are looked upon with suspicion, people will distrust you.

That's all in addition to being punished for the offenses.

Yes, we are interfering with the rights of others by not knowing the law and how it applies to us. We are not excused because we do not know the law. Just as in baseball, basketball, or tennis, we are expected to know, and obey, the rules. If we fail to obey the rules, we are penalized.

Freedom is enjoyable. It is assured under the law!



"LAW ENFORCEMENT BEGINS WITH THE CITIZEN"

PART VI

"Private citizens have more to do with law enforcement than simply obeying the laws. They should report to the authorities whenever they see a law being broken."

When you think about these words, do you see that a conflict or problem develops? On the one hand, you are told to report it when you see a law or a rule being broken, but on the other hand you are told by parents and teachers to "mind your own business" or "don't tattle." How do you solve this?

Directions: Read through the following situations and write what you would do. If you're not sure, explain why. If you'd like to see some discussed in class, write "DISCUSS" next to the problem.

Then, choose no more than two or three friends and pick one of these incidents to act out in a very short skit or puppet show. Be sure to include:

1. The events that led up to the situation
2. The situation itself
3. One or more consequences of the situation or a solution to the situation

PROBLEM 1: You see a little kid playing with matches.

PROBLEM 2: You see someone you don't know take something from a store without paying for it.

PROBLEM 3: You see a friend of yours take something from a store without paying for it.

PROBLEM 4: You see some kids running down the hall.

PROBLEM 5: You see the toughest kid in the school beating up on someone.

PROBLEM 6: You see a fight on the playground.

PROBLEM 7: You see some kids cutting across someone else's lawn regularly.

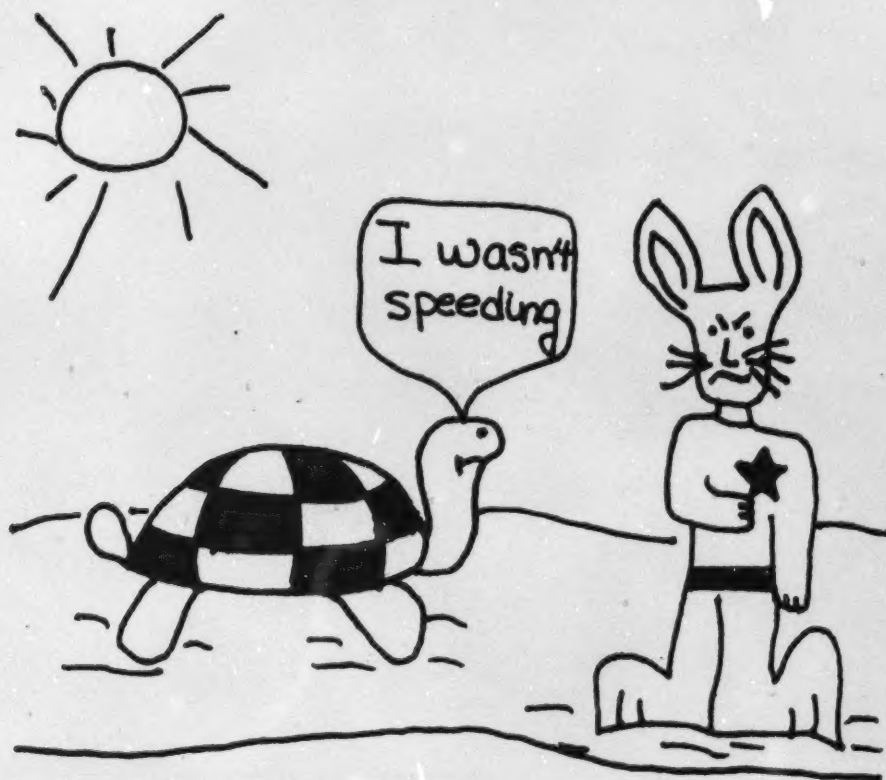
PROBLEM 8: You see some of the kids in your room smoking on the playground.

PROBLEM 9: You know someone in the room copied someone else's paper.

PROBLEM 10: You know who tore the page out of the new library book.

PROBLEM 11: You see someone take someone else's lunch.

PROBLEM 12: Someone in your neighborhood wrecked a mailbox, and you know who did it.



BILL OF RIGHTS AND YOU

PART VII

Directions: The Bill of Rights is made up of the first ten amendments (changes) to our United States Constitution. They clearly spell out what rights, privileges, and limitations the Constitution gives to us as American citizens.

THE BILL OF RIGHTS

1. Right to have freedom of religion
2. Right to have freedom of speech
3. Right to have freedom of the press
4. Right to have freedom of public assembly
5. Right to bear arms
6. Right to have freedom from governmental search and seizure without a warrant
7. Right to fair trial
8. Right to refuse to testify against oneself
9. Right to obtain help of lawyer
10. Right to be tried only once for a crime
11. Right to be paid for property the government seizes

After reading through these, talk to your teacher about any of them that you do not understand. Once you feel comfortable with them, do the activities and questions below.

1. List 5 to 10 things that you, as an American citizen, can do because of the rights listed above. Example: Attend the church of your choice
Go to a political rally

2. What are some special religious traditions or rituals which you observe?

3. If you did not have freedom of speech, what might you be prevented from saying about your government?

4. Find an article in today's paper that could not be printed if we did not have freedom of the press. Write the headline of the article below and summarize its main idea.

5. Because you have freedom of public assembly, where are some places you can go?

6. Why might somebody want to search a private home?

7. Write down all of the things you can think of that would make a trial fair?

8. If private property is needed for public use, the government may "seize" or buy it from the person. The government must pay a fair price for it however. What property might the government want to seize? Why?

9. In your opinion, which of the above rights is most sacred or most important to you as a United States citizen. Justify your choice with very specific ideas and arguments.

10. Give some examples of things you did recently that are directly reflected by the liberties outlined in the Bill of Rights.

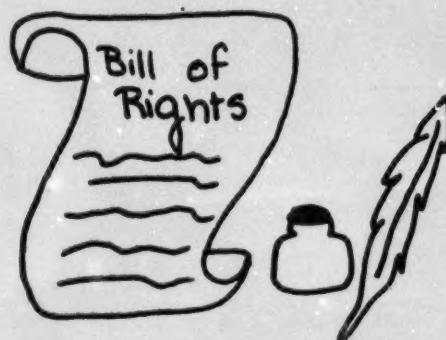
WHAT'S NEXT?

Can you write a classroom BILL OF RIGHTS?

What rights should students have?

What rights should teachers have?

What penalties should there be for violation of those rights?



"COP WORD FINDER PUZZLE"

PART VIII

Directions: You probably use the word "COP" without wondering where it comes from. COP goes back to England, where he was once the Constable on Patrol. Patrol this puzzle and nab 40 words about the rough life of policemen.

The Words Are:

Arrest
Siren
Detective
Record
Ticket
Defend
Cop
Booked
Officer
Police

Warrant
Blue
Order
Precinct
Shoot-Out
Homicide
Beat
Station
Help
Frisk
Officer

Risk
Code
Tragedy
Commissioner
Peace
Trial
Badge
Handcuff
Warrant
Rescue
Gun

Whistle
Crime
Squad
Emergency
Rights
Patrol
Gun
Law
Protect

F	E	A	B	H	A	N	D	C	U	F	F	G	E	B
L	C	V	Z	J	P	U	B	T	A	N	E	R	I	S
A	A	D	I	T	O	G	E	L	O	R	T	A	P	T
T	E	N	A	T	C	K	J	P	U	F	R	I	S	K
F	P	E	H	Y	C	N	E	G	R	E	M	E	S	S
O	B	F	M	I	I	E	H	D	N	F	M	Q	S	K
O	R	E	T	T	C	E	T	O	R	P	U	I	G	T
T	R	D	L	R	T	N	I	E	M	A	U	Q	R	T
C	H	E	E	T	A	S	E	V	D	I	W	A	L	C
O	D	E	N	C	R	I	D	E	R	E	S	C	U	E
D	E	P	A	M	I	F	C	H	N	I	C	T	I	J
E	C	L	Y	A	A	D	I	D	I	G	I	R	D	C
C	W	M	B	L	O	F	X	W	Y	F	H	L	D	E
K	O	F	L	R	S	H	O	O	T	O	U	T	O	R
C	O	G	D	F	X	W	N	O	I	T	A	T	S	P



Which words in the list above fit the following categories:

TITLES OR TYPES OF LAW ENFORCEMENT PEOPLE	TOOLS OF THE POLICEMEN	THINGS POLICE DO ON JOB (VERBS-ACTION WORDS)

Pick any ten words from the list and use each in a good sentence that tells something about what a policeman does as part of his job. Do these on the back of this sheet.



HOW DO YOU REALLY FEEL ABOUT "COPS?"

PART IX

Directions: Be prepared to talk about the following questions in a class discussion.

1. How important is a policeman's job to our society? What reasons do you have for your answer?
2. In general, how do you think adults feel about the police and how these people handle their responsibilities?
3. In general, how do you think young people, like yourself, feel about the police?
4. Have you or your family ever had to deal with the police for any reason? Were you satisfied or dissatisfied with the results?
5. What things influence our attitudes towards the police?
6. In your opinion, what could our society do to make the police more respected and more effective in doing their jobs?

WHAT'S NEXT?

1. Design a questionnaire to interview people about their attitudes towards the police. Your questionnaire should have about four or five questions and should be directed to a variety of age groups. Work with a small group on this project and try to interview at least 25 people. Be prepared to share your results with the rest of the class in some way. Make up a chart or graph that summarizes the results of your survey.
2. Ask the teacher to invite a local policeman to come into the classroom and talk to you about his job. Make a list of questions you would like to ask him. Write these down on the back of this sheet.
3. As a total class project, design a program to do one of the following things:
 - a. Improve student attitudes towards the police
 - b. Reduce vandalism in your building
 - c. Promote respect for authority in your building (respect for teachers, principal, adult workers, custodian, etc.)
 - d. Improve student care and concern for school property of all types -- equipment, materials, grounds, etc.

"TELEVISION AND THE POLICE"

PART X

Directions: Browse through your TV Guide for the week and make a list of at least five television shows (after 6:00 p.m.) that have to do with law enforcement. List them below along with the other information asked for in the chart.

NAME OF SHOW	TIME-DAY-CHANNEL	TYPE OF CRIMES SHOWN IN PROGRAM (Read summary in guide)

NOW PLAN TO WATCH ANY ONE OF THE ABOVE SHOWS AND ANSWER THE QUESTIONS BELOW.

1. Name of Show I Watched Was _____
2. Briefly describe the plot (action) of the show. _____

3. What qualities or characteristics did the police in the show seem to have? _____

4. How would you summarize the attitude of the characters in the show towards the police and what they were trying to do. _____

INVENTING A CRIME DEVICE

PART XI

Directions: Pretend that you are a crime expert. Try your hand at inventing some unusual and creative device for assisting the police with their work. Let your imagination run wild as you design a crime gimmick of the future!

- a. What is its name? _____
- b. What is its purpose? _____
- c. What does it look like? _____

- d. How does it work? _____

- e. How much does it cost and where can you buy it? _____

- f. What plan of action can you think of to advertise and promote it? (Perhaps you can even draw an ad.)

ARE YOU A GOOD WITNESS?

PART XII

Directions: So often, when you are asked to remember something that happened, it is difficult to get all of the details straight. For example, if you were to watch a fight on the playground or to see an argument in the lunch room, could you really be certain of explaining it perfectly to someone else who was not there? Could you recall everything that led up to the incident, that happened during the incident, and that followed after the incident? A policeman must be a keen observer and this is not an easy skill to acquire.

To test your observation skills, study the picture on the next page for two minutes. Then answer the questions below.

1. On what floor was the fire? _____
2. On what street? _____
3. What time of the day did the fire take place? _____
4. Were the firemen pumping water into the building? _____
5. Did the woman standing in the window have a baby in her arms? _____
6. What was the street number of the bakery store? _____
7. Was the policeman blowing his whistle? _____
8. Which tradesman used a bicycle for deliveries? _____
9. How many firemen were on the job? _____
10. Were there more than fifteen people on the scene? _____
11. Was the jeweler's first name Charles? _____
12. Were there any windows facing South Street? _____
13. From what state was the automobile? _____
14. Was it a convertible? _____
15. How many fire engines were there? _____
16. Was there an exit on South Street? _____
17. Was the butcher bald? _____
18. Was there a dog anywhere on the scene? _____
19. Were there any vacant apartments in the burning buildings? _____
20. Was it wintertime? _____

You score 5 points for each correct answer. A score of 50 is passing; 60 is good; 70 is



WHAT'S NEXT? Make up a similar eyewitness game of your own. To do this, find a good magazine or poster illustration, cut it out, mount it on colored paper. Next, make up ten good questions about it. Assign points to each of the questions. The easy ones may be true or false and be worth the least amount of points. You may also want to have multiple choice or short answer ones too. These would be worth more points. Staple the questions to the back of the picture and try it on your friends. **GIVE YOUR PICTURE A TITLE.**

HAVING A MOCK CLASSROOM TRIAL

PART XIII

Directions: Wouldn't it be fun to have a make-believe or mock trial in the classroom? Before this can be done, you must understand who takes part in a trial, what special procedures or rules are followed in a trial, and how the results of a trial are determined or evaluated.

To help you do this, think of a football game.

What roles or positions are there? What do people do in these roles or positions?

What rules or procedures are there for playing the game? Why are they necessary? If someone violates those rules, what is done about it? Who issues the penalties for violation of the game rules?

How is the winner of the game determined? How is the performance of the players evaluated?

A mock trial is much the same as a football game in that it, too, consists of three basic parts:

Advance preparation and training for the trial
Presentation of case and skills
Evaluation of performance by all involved

Stage One: Advance Preparation - You should become familiar with the following special roles or "positions" of the persons involved in the trial.

1. **The Judge** - This individual must conduct the trial in a serious and organized manner. He must be fair and listen to both sides open-mindedly. He must see that the lawyers or attorneys as they are sometimes called play fair and obey the rules of the courtroom. He also explains the rules of fair play to the jury.
2. **Plaintiff's Attorney** - This individual represents the person who has brought charges against the defendant. He must have enough evidence to persuade the jury to pass a verdict against the defendant.
3. **Defendant's Attorney** - This individual represents the person who has been accused by the plaintiff. He must have enough evidence to persuade the jury that his client is innocent of the charges.
4. **The Jury** - This is a group of individuals (12 members) who must listen very closely to the arguments and questions of both sides. Each member of this group must decide for himself whether the witnesses used were honest, qualified, sensible, and reliable.

5. The Witnesses - This is a group of individuals who have some important relationship to either the defendant or the plaintiff. They are involved in the case and must present their account of what happened as they saw it, heard it, and remember it. They must stick to the facts of the case and not resort to opinions except in special cases where a professional judgment is asked for.
6. Court Reporter - This individual acts as secretary and keeps an exact record of everything that happens in the trial.
7. Clerk of the Court - This individual has three responsibilities; arranges the courtroom, opens the session of court, and swears in the jury.
8. Bailiff - This individual is in charge of the defendant. He helps the judge keep order in the court.

Stage Two: Presentation of case and skills
 Opening of the Court
 Swearing in of Jury
 Opening Statement of Plaintiff's Attorney
 Opening Statement by Defendant's Attorney
 Direct Examination of Witnesses
 Cross Examination of Witnesses
 Closing Argument by Defendant's Attorney
 Closing Argument by Plaintiff's Attorney
 Jury Deliberates and Issues Verdict

State Three: Evaluation of performance by all involved
 How well did each individual play their role or position?
 What was the nature of the crime? What law was broken?
 What arguments by both sides were well presented?
 What were the facts and how were they substantiated by evidence?
 What was the decision?

NOW . . . let's decide on a topic for a trial. To begin with, why not choose a fairy tale that you are familiar with and that you and your classmates could turn into a formal legal situation. How about Little Red Riding Hood, Snow White, Goldilocks, or Sleeping Beauty?

Decide on name for case: "Snow White vs. Queen With"
 Who is bringing action against who: Snow White has charged the queen with trying to poison her
 What law is being broken: Attempted murder
 Who might the witnesses be: Seven dwarfs
 What arguments might the attorney for the witch present?
 What arguments might the attorney for Snow White present?

"EVALUATION"**PART XIV**

Directions: To review, use each of the letters below to write a phrase or a sentence about law enforcement. Think about the reasons for laws, the responsibilities and duties of both police and citizens, the Bill of Rights, as well as the laws themselves.

L _____

A _____

W _____

E _____

N _____

F _____

O _____

R _____

C _____

E _____

M _____

E _____

N _____

T _____

P _____

O _____

L _____

I _____

C _____

E _____